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A DEVELOPMENTAL PROGRAM FOR THE IMPROVEMENT OF TRADE-TECHNICAL TEACHER EDUCATION IN THE SOUTHERN STATES, EIGHT MONTH FOLLOW-UP STUDY.

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A questionnaire was used to collect data from 13 southern trade and technical teachers in order to ascertain the degree to which they had adopted 15 instructional innovations that had been presented in a special summer workshop eight months earlier. The innovations were (1) color keyed instruction sheets, (2) a method of illustrating communication barriers, (3) a method of illustrating difficulty of learning, (4) controlled notes, (5) instant evaluation, (6) time lines presentation of history, (7) getting immediate feedback from class, (8) spiral concepts, (9) an elementary research sequence for vocational teachers, (10) group dynamics, (11) achieving level of objectives, (12) film slides and window shades, (13) jigsawed illustrations, (14) four methods of grading, and (15) item analysis. Results indicated that the workshop participants were planning to use 30.8 percent and were using 58.5 percent of the innovations. Individual ability to utilize 89 percent of the innovations was also indicated. Innovations used by 10 or more teachers were (1) color keyed instruction sheets, (2) controlled notes, (3) instant evaluation, (4) getting immediate feedback from class, and (5) film slides and window shades. The full workshop report is available as ED 011 061. (EM)

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EIGHT MONTH FOLLOW-UP STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A DEVELOPMENTAL PROGRAM FOR THE IMPROVEMENT OF TRADE-TECHNICAL TEACHER EDUCATION IN THE SOUTHERN STATES

EIGHT MONTH FOLLOW-UP STUDY

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INTRODUCTION

During the 1966 UCLA summer session for trade and technical teacher education, 14 educators from colleges of the southern states participated in a specifically designed workshop that not only permitted them to work as a group on problems of mutual concern but also involved them in the total trade and technical teacher education program. They participated with more than 500 trade and technical teachers from California who were enrolled in the summer session program. Through active participation in the teacher education program these educators were able to gain concepts and methods that they could initiate in their own programs and in addition they were able to evaluate the teacher education program.

This report is concerned with a follow-up study of the southern educators to identify the degree to which they have incorporated the methods and techniques that they observed at UCLA into their own teacher education programs. After eight months they have had an opportunity to reflect and re-evaluate their experiences. The extent to which they are now utilizing, to some degree, the methods and techniques observed during the teacher education program, identifies not only items that were of value to them but, in some measure, evaluates the effectiveness of the UCLA summer session program.

The trade and technical teacher education staff at UCLA was fortunate in conducting the summer session workshop, for they too, learned and benefited from the suggestions and exchange of ideas that were afforded by these highly experienced educators.

FOLLOW-UP QUESTIONNAIRE

The follow-up questionnaire was designed to investigate the items that the southern educators evaluated during the workshop at UCLA and which was reported in A Developmental Program for the Improvement of Trade-Technical Teacher Education in the Southern States[1]. Table I (page 3) summarizes the responses received from the southern educators. The questionnaire was mailed to all 14 participants. Of the 14 educators who took part in the workshop, one was on sabbatical leave and could not be reached by mail. The returns, therefore, contain responses from the remaining 13 educators.

RESPONSE BY ITEMS

The educators' initial evaluation of a list of topics covered in the summer workshop had rated 15 as both "functional" and "applicable." In addition, items were rated as "new information" or "new approach." These 15 items, therefore, formed the basis of the eight-month follow-up. Response by individual items is given below.

Color Keyed Instruction Sheets.

This item was rated as "new information" by 63 percent of response in the post-workshop evaluation. In the follow-up, 77 percent of respondents said the material was being used, and 33 percent said they planned to use it, making a total of 100 percent.

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[1]David Allen, Melvin L. Barlow, and Ralph M. Rogers, A Developmental Program for the Improvement of Trade-Technical Teacher Education in the Southern States (Los Angeles: UCLA Press, 1966).

Table I

EIGHT MONTHS FOLLOW-UP SUMMARY

REPORTING ITEMS	USED	PLAN TO USE	NOT USED	NO ANS.	COMMENTS ON ITEMS
Color Keyed Instruction Sheets	10	3			3
Method of Illustrating Communication Barriers	6	4	3		1
Method of Illustrating Difficulty of Learning	6	6	-	1	1
Controlled Notes	10	2	1		2
Instant Evaluation	13	-	-		6
Time Line Presentation of History	6	3	4		3
Getting Immediate Feedback from Class	13	-	-		6
Spiral Concepts	4	9	-		1
Elementary Research Sequence for Vocational Teachers	6	6	-	1	-
Group Dynamics	9	3	-	1	2
Achieving Level of Objectives	7	4	2		2
Film Slides and Window Shades	10	2	1		2
Jigsawed Illustrations	1	6	5	1	1
The Four Methods of Grading	7	6	-		1
Item Analysis	6	6	-	1	2

Comments of the respondents indicated a high level of approval for this material: "Good response from class;" "Highest rating;" "Have proven helpful in retention of information;" are typical comments.

Method of Illustrating Communications Barriers

Rated as "new information" by 42 percent in the 1966 evaluation, this approach was being used by 46 percent of respondents, while an additional 31 percent stated they planned to use it. One respondent characterized it as "Very helpful."

Method of Illustrating Difficulty of Learning

In the initial evaluation, all respondents rated this as "new information." The technique is being used by 46.1 percent of respondents; an additional 46.1 percent plan to make use of it. There was no response from 7.7 percent of the group. One educator said, "A greater emphasis is being placed on this item."

Controlled Notes

This method of note-taking was found to be "new information" by 63 percent of the respondents in the post-workshop evaluation. Seventy-seven percent of the respondents in the follow-up inquiry said they had put it to use; an additional 15.3 percent plan to put it to use. Comments included: "I have found controlled notes to be most helpful to my students;" and "Among the new items that have proven successful and created interest in students."

Instant Evaluation

This item, rated as "new information" by 57 percent of the workshop

participants, proved to be in current use by 100 percent of the educators responding in the follow-up. There were several commendatory statements concerning it, including: "Good technique;" "Very helpful;" "Deserves the highest rating;" "Assists in emphasizing key points;" "Good to motivate the students and to hold interest."

Time Line Presentation of History

Seven percent of response in the initial evaluation rated this item as "new information." In the follow-up, 46.1 percent of respondents said they were using it, and an additional 23 percent indicated they were planning to use it. One educator said that it was being used "in tracing certain developments in the areas of Woodworking and Surveying."

Getting Immediate Feedback From Class

Rated as "new information" by 21 percent of the educators in the post-workshop evaluation, this item was being used by all respondents to the follow-up query. "The majority of the class in Methods of Instruction was pleased with this technique," commented one respondent. Other comments were: "Very good" and "Created much interest in class groups." Another respondent said, "Already in use, but some changes have been made."

"Spiral Concepts"

Although 63 percent of the initial evaluation categorized this item as "new information," in the re-check 31 percent of respondents said they were using it. An additional 69 percent, however, said they planned to use it, totaling 100 percent of the group for eventual incorporation of this device into program.

Elementary Research Sequence for Vocational Teachers

There was no rating of this item in the workshop evaluation beyond "functional" and "applicable." In response to the follow-up query, however, 46 percent of the educators stated that they were using this item and an additional 46 percent, that they planned to do so. One respondent planning to use the item said that it is "already in use, but will be expanded in keeping with information received during workshop."

Group Dynamics

This item, too, received no rating in the initial evaluation as either "new information" or "new approach." Response to the follow-up, however, showed that 69 percent of the educators were using it, and 23 percent were planning to do so. One respondent, who indicated he was using the technique, added a comment, "Have used this for a number of years." Other remarks were: "A very good technique," and "Very helpful."

Achieving Level of Objectives

This was rated as "new approach" by 70 percent of response in the initial evaluation. In the follow-up, 54 percent of respondents stated that they were making use of the item and 31 percent indicated that they planned to do so. One respondent, who failed to check off any column in the check-list, added the comment, "I have developed a greater awareness of this item."

Slide Films and Window Shades

All respondents in the post-workshop evaluation rated this item as a "new approach." In the follow-up, 77 percent stated that they were making use of the device, and 15 percent indicated that they planned to

do so. Some of the comments were: "Being used extensively;" "Readily accepted by class;" "Plan to use window shades;" "Film slides already in use; shades not used at this time."

Jigsawed Illustrations

This item, too, was received by all workshop participants as a new approach. In the re-check, however, only 8 percent of participants said they were using the device, although 46 percent indicated that they intended making use of it. One said he had "attempted to develop a jigsawed illustration on several problems in Home Economics and Agriculture." Another, who did not mark this item in the checklist, said he "may use later." A third, who indicated that he planned to use jigsawed illustrations, added, "I hope to develop this item in the future."

The Four Methods of Grading

Only 21 percent of the workshop participants had rated this item as a "new approach." On the re-check, however, all indicated that they either were making use of it (54%) or were planning to do so (46%). One respondent added, "Further developed--already in use;" another said, "We'll use some aspects of this," and a third stated, "I am presently working on this item."

Item Analysis

This item had been identified as a "new approach" by 63 percent of the respondents in the initial evaluation. In the follow-up, 46 percent replied that they were making use of it, and another 46 percent said

they planned to do so.

Total Response for All Items

The check-list showed 15 individual items; multiplied by the total number of educators responding, the figure for all potential response is 195. Analysis of the returns is shown in Table 2, below.

Table 2

ANALYSIS OF RESPONSES (N=195)

Response	Number	Percent
Have used	114	58.5
Plan to Use	60	30.8
Total	174	89.3
Not used	16	8.2
No answer	5	2.5
Total	21	10.7

Analysis of the check-list to ascertain proportion of use for the various items, is tabulated in Table 3. The table lists the items in descending order.

Table 3

RANK ORDER OF ITEMS IN USE

	Number of Schools		
	In Use	Plan to Use	Total
Instant Evaluation	100%	---	100%
Getting Immediate Feedback	100%	---	100%
Color Keyed Instruction Sheets	77%	23%	100%
Controlled Notes	77%	15%	92%
Film Slides & Window Shades	77%	15%	92%
Group Dynamics	69%	23%	92%
The Four Methods of Grading	54%	46%	100%
Achieving Level of Objectives	54%	21%	85%
Illustrating Difficulty of Learning	46%	46%	92%
Elementary Research Sequence	46%	46%	92%
Item Analysis	46%	46%	92%
Illus. Communication Barriers	46%	23%	69%
Time Line Presentation of History	46%	23%	69%
"Spiral Concepts"	31%	69%	100%
Jigsawed Illustrations	8%	46%	54%

RESPONSE BY EDUCATORS

Following is an analysis of results of the follow-up survey by individual respondents (educators), showing the number of items in use or planned for use, along with any comments appended to the check-list. The schools are listed in descending order by number of topics currently being used.

School A: Using 11 items; planning to use 4 more. Total, 15.

Comments: I have used eight items marked "X" in my Methods of Teaching class for the first semester. The students are now assigned to schools in the state for cadet teaching. It will be very interesting to note the results when they return. I have not developed these items as fully as I would like; however, all items were effective.

Our Director, Division of Vocational Education, used the two items marked "XX" in his course, "Principles of Vocational Education." Four items marked "XXX" are to be used later. Concerning the last item, "Film Slides and Window Shades": film slides are being used now. We plan to use the window shades later.

School B: Using 11 items; planning to use 3 more. Total, 14.

Comments: Many of the items listed have been used by me in one form or another while conducting my classroom and shop instructions, which at present are in the areas of Surveying, Woodworking, and Freshman Guidance. Since attending the 1966 summer workshop at UCLA, I have attempted to use several items geared to my subject matter and based on the format received in the workshops. This has proven successful and created interest in these classes. As examples: Controlled Notes, Instant Evaluation, and Immediate Feedback from Class. Some other items have required changes

and modifications in order to meet our immediate needs.

School C: Using 10 items; planning to use 5. Total, 15. No comments.

School D: Using 10 items; planning to use 3. Total, 13.

Comments: The experience which I had during the six-week workshop at UCLA has been most helpful. For example, I have been able to put into use many of the new ideas which I received.

School E: Using 9 items; planning to use 6. Total, 15.

Comments: I have found it impossible so far to use and perfect to my needs to the fullest, all of the techniques and methods attained at the UCLA workshop. As time goes by and my teaching load is reduced, allowing more time for preparation, I plan to utilize them. I certainly think the workshop was worth while and my six weeks well spent.

School F: Using 9 items; planning to use 6. Total, 15.

Comments: During the week following my return from the UCLA 1966 summer workshop, we had our state summer conference. It was quite fortunate for me, because I had the opportunity to explain your program to most of our vocational teachers.

The items checked "used" are the ones they all felt they should begin using immediately; and the ones marked "plan to use:" are those they felt would take some time to incorporate into the program, but are anxious to try. I've mimeographed much of your UCLA material and have distributed it to all of the teachers. Many of my teachers have benefited from my participation in the workshop.

I have attended several workshops, but this one has proven more beneficial to me than any others. Many thanks to you and your very capable staff. If at any time I can be of further service to you, please

call on me.

School G: Using 9 items; planning to use 4 more. Total, 13.

Comments: Many of the experiences gained in the UCLA workshop on Trade and Teacher Technical Education proved extremely helpful in our situation at A & T College. The following experiences, however, deserve the highest rating:

1. The team approach to teaching employed by the staff.
2. The carefully planned color keyed instruction sheets and exercises used to supplement formal classes.
3. The techniques employed by the staff to diagnose learning difficulties in large classes.
4. The techniques employed for instant evaluation.
5. The wide variety of teaching aids used to reinforce learning.

I found the workshop both meaningful and practical. Moreover, I would recommend the same approach for other groups who may be interested in gaining fresh insight and up-to-date information concerning the preparation of teachers for vocational teacher education.

School H: Using 8 items; planning to use 6 more. Total, 14.

Comment: My report to our faculty was received with much enthusiasm. The responses to the check-list are from the Resident and the Itinerant Teacher Trainees, who are responsible for the program development in Teacher Education. The college is preparing a report of our use of the materials, techniques, etc., that we gained from my attendance at the workshop last summer. You will receive this very soon.

School I: Using 8 items; planning to use 5 more. Total, 13. No comments.

School J: Using 8 items; planning to use 5 more. Total 13.

Comments: I must state again that the workshop was very helpful and

served to remind me of the responsibilities involved in teacher training. I was impressed by all aspects of the teacher training program. Most impressive to me, however, was the information I received concerning Immediate Feedback, Item Analysis, Achieving Levels of Objectives, Marking System, and the Instructional Package.

School K: Using 7 items; planning to use 6. Total, 13. No comments.

School L: Using 6 items; planning to use 5. Total, 11. No comments.

School M: Using 5 items; planning to use 4. Total, 9 No comments.

SUMMATION

The southern educators who participated in the 1966 UCLA trade and technical teacher education program have indicated that they are planning to use 30.8 percent of the methods and techniques they observed and are using 58.5 percent in their program at the present time. Their indication of being able to utilize 89 percent of the methods and techniques reinforces the concept that national workshops which permit cross-pollination of ideas between industrial teacher educators can lead to nothing but improved trade and technical teacher education programs throughout the nation.

The presence of the southern educators in the environment of the UCLA teacher education program was a professionally stimulating experience for the members of the UCLA teacher training staff. The workshop was a very rewarding and educationally profitable experience to all concerned. It is hoped that similar activities will be made available in the future.